



2018-2019 Grow Your Own Grant Program
Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

Document Control Center, Grants Administration Division
 Texas Education Agency
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 Austin, TX 78701-1494

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Application stamp-in date and time

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Grant Information

Grant Period to (Pathways 1 and 2)
 to (Pathway 3)

Program Authority

Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

Each of the three Grow Your Own pathways requires an attachment to be submitted with the application. You can find links to the required attachments on the TEA Grant Opportunities page. Download and complete the appropriate attachment and submit it with your application.

Applicant Information

Name CDN or Vendor ID ESC # Campus # DUNS #
 Address City ZIP Phone
 Primary Contact Email
 Secondary Contact Email

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- Grant application, guidelines, and instructions
- General Provisions and Assurances and any application-specific provisions and assurances
- Debarment and Suspension Certification
- Lobbying Certification

Authorized Official Name/Title Signature Date
 Grant Writer Name Signature Date

- Grant writer is an employee of the applicant organization.
- Grant writer is not an employee of the applicant organization.

701-18-106-016

Shared Services Arrangements

- Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 - The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
 - SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Inequitable distribution-DISD struggles to find qualified candidates for many of the teaching positions and close the diversity gap between students and Teachers.	All students benefit from being educated by teachers from a variety of races and ethnic groups who have demonstrated interest in teaching, as it better prepares them to succeed in an increasingly diverse society. DISD will provide an opportunity for diverse community members to become teachers.
DISD faces shortage of teachers in difficult- to- staff teaching positions- Finding teachers of color, male teachers, and bilingual teachers has been difficult.	DISD is very committed in making intentional efforts to diversify its teacher workforce, a paraprofessional-to-teacher pipeline will help support them in their teacher education efforts to expand the teacher workforce.
Secondary Shortage-Middle and high schools, in particular, face challenges in filling positions in special education , math and Bilingual, and ESL.	Increase the number of people who want to join the teaching profession by recruiting and mentor high school students, engage high school students interested in education. Expose students to teachers who share their race.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of May 2020 Denton Independent School District will:
 Increase by 9 the number of teachers who want to join the teaching profession and teach in lower-income neighborhoods.
 Intentionally recruit bilingual and people of color who possess a BA and assist them to obtain a Teaching Certificate.
 Expose 100% of E&T participating students to teachers who come from similar backgrounds as they do.
 Help nine para-professionals navigate the teacher certification system they may not be familiar with or have access to.
 Create a workforce that's reflective of the full diversity of the student and district population.
 Impact student learning through cultural sensitivity and diversity of a qualified teacher workforce.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

Teacher of Record to facilitate E&T courses pursuing a Master's Degree is identified.
 Nine (9) Paras are identified. Students interested in pursuing teaching as profession are identified and recruited.
 Students are provided with a clear window into the teaching profession as a viable career choice through E&T.
 The E&T curriculum gives students a broad foundation and road map from high school to college and career.
 MOU's are finalized. Paras begin the enrollment process in the teacher certification program.
 Curriculum includes equity issues, history of special populations in education.
 Curriculum promotes academic language and better understanding of complex issues within education today.

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

A student support system comprised of families, mentors and related professionals are in place.
 High schools offer instructional practice and practicum in E&T course.
 CSTO chapter established.
 Mentors are matched with participating students.
 Field-based learning provides significant work experience.
 Involvement with CTSO continues.
 MA Participant has enrolled and begins degree coursework.

Third-Quarter Benchmark:

Students show improvements in their overall high school GPA.
 Students enroll in post-secondary education after graduation.
 Students are exposed to higher education options through campus visitations and workshops.
 Students have a deeper understanding of college prep and application process.
 Annual awards banquet and celebration are scheduled and conducted.
 Participants have a solid foundation in research-based teaching practice and a deep knowledge of curricula.
 Program manual for dissemination and sharing is prepared.
 Paras with a BA complete Teacher Certification program by 2020.
 MA participant completes coursework and graduates with an MA by 2020.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

By submitting this application, Denton ISD agrees to comply with any evaluation requirements that may be established by TEA and agrees to submit the required reports in the format and time requested by the funding agency. Denton ISD will incorporate appropriate evaluation strategies will be employed to produce both quantitative and qualitative data.

The methods of evaluation employed by the GYO PROJECT will be thorough, feasible, and appropriate to the goals, objectives, and outcomes of the project. In order to effectively monitor program services and identify areas needing expansion and/or modification, evaluation information will be gathered, analyzed, and reported to project management and the funding source. DISD will collect, analyze, and report evaluation data focusing on the following:

- The degree to which program implementation objectives are being met
- The extent of utilization of planning training and technical assistance approaches and strategies; and

Qualitative and quantitative techniques will be used in the assessment of program implementation. These evaluative techniques and methods will include:

- Number of students enrolled on the high school campus per grade level.
- Number of students enrolled in each education and training course.
- Demographics of teachers and students participating in the program.
- Number of students participating in at least one CTSO activity.
- Number of students completing each course in the E&T.
- Number of para-professional receiving stipends to complete their teacher certification.
- Number of paras hired as full time teachers within the district.
- Teacher of Record completes MA course work and graduates.

Statutory/Program Requirements

1. Describe your plan for the implementation of the Education and Training courses, Instructional Practices and/or Practicum in Education and Training, and CTSO (TAFE/FCCLA) chapter at participating LEA high schools.

Denton ISD has a growing Education and Training pathway at our traditional high school campuses and culminating at the Advanced Technology Complex (ATC). Four of the five traditional high schools at Denton ISD are currently offering Principles of Education and Training and Human Growth and Development classes to students in 10th-12th grades. Instructional Practices and Practicum in Education and Training internship classes for juniors and seniors are held at the ATC. Two more sections of Instructional Practices will be added and plans are in place to add more section pursuant to the notice of grant award to continues to expand the program. Through the Grow your Own grant, we will be able to add dual credit education classes and district's long-term plan is to have a full associates of education program at the ATC to help eliminate some of the barriers that DISD students experience on the road to becoming teachers. The district has partnerships in place with North Central Texas College and Texas Woman's University to achieve the goals of the grant.

In addition to the Education and Training program, the district has a program in place called Teach Denton. Through this program, grant staff identify students as young as kindergarten who possess innate teacher qualities. To quote our Deputy Superintendent Dr. Richard Valenta, "We need teachers that possess what I call neurotic DNA. They have an unwavering desire for students to be successful and will do anything to make that happen." We aim to identify student at a very early age and plan to mentor and nurture those abilities until they reach high school and guide them through our Education and Training program and on through college and then return to the educator pipeline in Denton ISD.

The ATC has a TAFE chapter with students from our four traditional campuses and several rural districts that feed into our program. Currently there are 63 students who are participating in this CTSO. Our students have competed at regional and state, and this summer three are advancing onto to the national competition. The Region 11 president is a senior in her second year of our program. In addition to the student accomplishments, our teacher of record for Pathways 1, Mrs. Leah Zavala, will be pursuing her master's degree and was named the TAFE Teacher Leader for the State of Texas this year. Plans are in place to add more TAFE chapters in Denton ISD at our traditional high schools, middle schools and even elementary schools next year.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding.
 You may apply for any pathway individually or for Pathways 1 and 2 together. Pathway 3 cannot be combined with any other pathway. Refer to the program guidelines for information on restrictions to the maximum number of participants.

Pathway 1

Check this box to apply for grant funding under Pathway 1.
 Number of participants 1 times \$13,000 13,000

Pathway 2

Check this box to apply for grant funding under Pathway 2.
 Number of participants pursuing BA and certification 0 times \$11,000 0
 Number of participants pursuing certification only 9 times \$5,500 49,500
 Total of above two lines 49,500

Pathway 3

Check this box to apply for grant funding under Pathway 3.
 Number of participants 0 times \$22,000 0

Education/Training Courses and Related CTSO Participation and Events

Number of high schools 5 times \$3,000 15,000

Funding Request

Pathway 1 13,000
 Pathway 2 49,500
 Pathway 3 0
 Education and training courses 15,000
Total grant funds requested 77,500

Statutory/Program Assurances: All Pathways

- The applicant assures that each high school campus within the participating LEA will offer the Instructional Practices and/or Practicum in Education and Training courses of the Education and Training course sequence.
 The applicant assures the each high school campus within the participating LEA will establish or continue a chapter of a
- CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event.

Statutory/Program Assurances: Pathway 1

- The applicant assures that LEA campus participants will establish or continue a chapter of a CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event.
 The LEA assures its participation in an initial TEA Teacher Institute on or around June 12-14, 2018, with participants
- including Education and Training course teachers, campus principals and college/career counselors. Principals and counselors will only be required to attend on June 12.

Statutory/Program Assurances: Pathway 3

- The applicant assures that the clinical teaching assignment is one academic year (28 weeks minimum) in length.
- The applicant assures that the IHE/EPP provides residents with with teacher certification; evidence-based coursework; and an opportunity to practice and be evaluated in a school setting.
 The applicant assures that the IHE/EPP provides residents with in-person and on-site coaching and evaluation, with at
- least five on-site observation and feedback cycles per semester, at least two of which include the observation of a full lesson.

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. One teacher - Master's Degree Stipend for Pathways 1 to support Education and Training Course	13,000
2. Nine Para Professionals with a Bachelor's Degree pursuing a Teaching Certificate	49,500
3. 5 High School Campuses - E&T Training Course Implementation, Conference, Materials	15,000
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Total grant award requested 77,500



Denton ISD

**Grow Your Own
Attachment 1**

Master's Degree Stipend

**Grow Your Own Grant
Pathway 1 Grow Your Own Program Attachment**

Pathway 1: Master's Degree Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

One (1)

Teacher Recruitment and Selection Process: Applicant must articulate how they plan to recruit and select quality teachers who will facilitate the Education and Training course sequence and receive grant funds to pursue their master's degree.

- X The plan must address their process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, recommendations from colleagues, etc.
- X The plan must also address how the applicant has considered the following in their recruitment strategy: experience and proficiency of teachers and field-experience-classroom teachers, degree to which the diversity of teacher population mirrors that of the student population, and teachers and field-experience-classroom teachers in traditionally hard-to-staff areas.
- X The plan should also include a description of the Memorandum of Understanding (MOU) in which the teacher commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

In order to select the most suitable teacher participant, the GYO grant committee surveyed those teachers that are currently teaching the Education and Training classes to ascertain their suitability for the Grow Your Own grant. The committee identified, Leah Zavala who teaches the Instructional Practices and Practicum in Education and Training internship classes and is also the sponsor of our Texas Association of Future Educators (TAFE) chapter at the Advanced Technology Complex (ATC) in Denton ISD as the best choice for Pathway 1. Ms. Zavala has recently begun her Master of Education degree and is looking forward to offering dual credit options for her students. Mrs. Zavala has taught the Education and Training courses for the last six years and this is her second year at the ATC in Denton ISD. Since Mrs. Zavala has started at the ATC our enrollment in the Instructional Practices and Practicum in Education and Training classes has gone up 30% and we have experienced a retention of 87% of her students returning to take the second year of the program. This year she took 46 students to the regional TAFE competition and 87 % of those students progressed to the state competition. At the state TAFE competition, 92% of the students who attended placed in their respective categories and three students will be advancing to the national competition. In addition to Mrs. Zavala's students receiving awards this year at the TAFE state competition, she was honored as the Teacher Leader of the year for the state of Texas. In Mrs. Zavala's classes 92% of her students maintain a class average of 90 or higher and 41% of her students will be pursuing higher education in a high need teaching field such as special education or bilingual education. On her latest T-TESS evaluation, Mrs. Zavala scored in the accomplished and distinguished levels in all domains. She is a leader among her fellow teachers and is the Strengths Finder teacher leader on campus who then trains her coworkers. Her Mexican-American heritage reflects the composition of one quarter of her students and a large portion of the students in our district. With the funding of this grant, Denton ISD has agreed upon a Memorandum of Understanding (MOU) with Mrs. Zavala to remain here as an Education and Training teacher for the next three years.

IHE and LEA Partnership: Applicant must describe the plan to develop a partnership between the IHE and LEA.

- X The plan must include an explanation of the potential partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits. The plan must also include a description of the intended timeline to develop the dual credit partnership by the time of the participant's successful completion of the master's degree program.

Currently, Denton ISD, through the Education and Training program at the ATC has an agreement in place with Texas Woman's University (TWU) to waive the first education class that is part of a bachelor's degree in education at TWU. In order to receive credit for this course, students must complete both years of the program which includes Instructional Practices and Practicum in Education and Training. The ATC also has an established MOU with North Central Texas College (NCTC) to offer dual credit classes in several other career fields. Initial meetings have been held with NCTC to begin the process of offering dual credit classes in Education and Training, the current obstacle being the Mrs. Zavala's lack of a master's degree in education. Once Mrs. Zavala has obtained her master's degree, the ATC would then add education classes to the MOU and begin offering classes to students in Denton ISD and the nine surrounding rural districts that are serviced by the ATC.

Student Recruitment: Applicant must articulate how they plan to recruit students to participate in the Education and Training course pathway.

- X The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- X The plan must also include a description of how the LEA leadership (district and school based) and staff will motivate students to enter and persist in the Education and Training courses.

DISD staff intend to identify students who have a passion for teaching through a variety of means. Our Education and Training teachers visit the classes that feed into our program to recruit students, students participate in career days, elective fairs, and tours of our campus. Through our Teach Denton program, students who exhibit good teacher qualities are being nominated to the program and then mentored, starting as young as pre-k through their entire school career. This summer we will start a Future Teacher Academy for students in the 2nd through 10th grades who have been nominated for Teach Denton to participate in a week-long program to nurture and expand their love for teaching. The goal of this program is to monitor those students as they progress through our schools to help them become students who have the required grade point average and performance that will be needed to take dual credit classes. Our hope is to attract future teachers who will reflect our student population especially in the area of minority and bilingual candidates to continue in the educator pipeline.

Once students have entered in the Education and Training pathway, they will be encouraged and inspired to continue on to become teachers. Since last year alone our internship program has grown over 30% and we have a retention rate of 87% of our students returning after taking Instructional Practices to take the 2nd year class Practicum in Education and Training. Students are highly engaged through the use of engaging and rigorous curriculum and are provided with opportunities to choose their preferred grade level at their internship sites. DISD has existing partnerships with local universities and colleges that will provide mentors to our students through the high school and college process. Efforts are in place to provide scholarships to a successful graduating seniors through iTeach Texas and NCTC.



Denton ISD

**Grow Your Own
Attachment 2**

**Transition of Para
Professionals to Teaching
Roles**

**Grow Your Own Grant
Pathway 2 Grow Your Own Program Attachment**

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitutes who will participate in the program and receive the stipend.

Nine (9)

Teacher Recruitment and Selection Process: Applicant must articulate how they plan to recruit and select high potential paraprofessionals, instructional aides and/or long-term substitutes to participate in the program and receive the grant stipend to pursue their bachelor's degree and/or teacher certification.

- X The plan must address their process for identifying participants, with potential indicators including evaluation ratings, involvement in school activities, recommendations from colleagues, etc.
- X The plan must also address how the applicant has considered the following in their recruitment strategy: pursuit of certification in hard-to-staff areas and degree to which the diversity of the teacher population mirrors that of the student population.
- X The plan must also include a description of the Memorandum of Understanding (MOU) in which the paraprofessional, instructional aide, and/or long-term substitute commits to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.

For pathway two, the committee determined that the best way to get teachers into the classroom would be to identify current paraprofessionals that possess a bachelor's degree and need to go through an alternative certification program in order to become certified teachers. The Human Resources Department identified para who possessed a Bachelor's Degree. Respective supervisors and campus principals helped with identification of individuals that are highly regarded on their campuses and consistently receive high ratings that they would recommend become teachers.

These current staff members were then asked to complete an employment application and the Job Fit and Teacher Insight surveys. Of the initial group of over one hundred forty paraprofessionals, twenty-seven of those completed the next steps and expressed a high interest in completing an alternative certification program and becoming a classroom teacher. Almost fifty percent (50%) of these applicants are persons of color and thirty percent (30%) are interested in high need teaching areas such as bilingual and special education. Denton ISD aims to increase bilingual and special education teacher force by 3%.

Upon the notice of funding, Denton ISD has agreed upon a Memorandum of Understanding (MOU) with our current paraprofessionals to teach at the district for the three years following the completion of their alternative certification program.



Denton ISD

**Grow Your Own
Attachment 3**

**Comprehensive Needs
Assessment Process**

Denton ISD Comprehensive Needs Assessment for the Grow Your Own Program

The Denton ISD Grow Your Own grant was written to address needs identified by the district through a Comprehensive Needs Assessment (CNA) process. Denton ISD utilized TEA CNA materials such as the TAIS needs assessment and continuous improvement process in determining our needs. DISD Grow Your Own (GRO) planning team focused on academic and other information such as interest and ethnicity.

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The selection criteria included interest, ethnicity, recommendations of supervisors, employment length with the district, financial capability, chances of success, commitment to engage among many other factors in selection of potential candidates.

Other CAN Steps included:

Establishing a planning team. A team comprised of DISD admin, an instructional leader, campus and district administrators; teachers representing different grades and content areas; other CTE professional staff and guidance counselors were selected.

Clarifying the GRO purpose. DISD GRO staff were informed of the vision for a reform in terms of student success. This process helped identify the strengths and challenges to achieve meaningful change, improve student achievement, and attain the collective vision.

Identifying data sources. The planning team examined data in the identified areas of focus.

Analyze data. The team conducted a thorough data analysis to progress from gathering information to creating a plan that accurately and realistically addresses the key issues facing the District.

The planning team created a report that summarized the data it gathered, the conclusions it reached and needs that were identified as follows:

Quantifiable Need

1. Inequitable distribution-DISD struggles to find qualified candidates for many of the teaching positions and close the diversity gap between students and Teachers.
2. DISD faces shortage of teachers in difficult- to- staff teaching positions. Finding teachers of color, male teachers, and bilingual teachers has been difficult.
3. Middle and high schools face challenges in filling positions in special education, math and Bilingual, and ESL.

Plans to Address the Need

- A. All students benefit from being educated by teachers from a variety of races and ethnic groups who have demonstrated interest in teaching, as it better prepares them to succeed in an increasingly diverse society.
- B. DISD is very interested in making intentional efforts to diversify its teacher workforce, a paraprofessional-to-teacher pipeline will help support them in their teacher education efforts to expand the teacher workforce. DISD will provide an opportunity for diverse community members to become teachers.
- C. Increase the number of people who want to join the teaching profession by recruiting and mentor high school students, engage high school students interested in education. Expose students to teachers who share their race.